

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Framework

##### 1. Nature of Writing

Writing is a skill used to transfer information and to communicate to other humans by using written language. Writing is not an easy skill and activity. Writing is an activity of exploring the writer's thought to arrange the ideas into words which are communicated in meaningful way.<sup>1</sup> It means that the writer can share their ideas communicatively by using writing activity. Therefore, before writing, the writer needs to know the components of writing itself. In line with this idea, Reid states that writing is a complex skill, because there are some components that should be focused on writing, such as the purpose of writing and writer's knowledge of writing (paragraph's and pattern organization).<sup>2</sup> It means that, writing should be taught to the students to improve and stimulate the students' cognitive which is useful for students who learn language. Writing is produced by a writer as a tool to communicate to other with various messages. Regarding this idea, Nunan states that writing is a process and a product<sup>3</sup>. Process means that the act of gathering ideas and working with them until they are presented in a manner that is polished

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<sup>1</sup> Melgis Dilkawaty Pratama, *Teaching Writing: A Handbook of Teaching Productive Skill*, (Pekanbaru: Education Matters Most Publishing, 2012), p. 1

<sup>2</sup> Joy M. Reid, *Teaching ESL Writing*, (New Jersey: Prentice Hall Regent, 1993), p.28

<sup>3</sup> David Nunan, *Language Teaching Methodology: A Textbook for Teacher*, (Malaysia: Longman, 2000), p. 86

and comprehensible to readers, meanwhile, writing as a product means that the final pieces of writing such a book, has grown out of many steps which make up the process.<sup>4</sup>

In teaching learning process, writing can give more chances to the students to create their ideas, to produce and to express what their arguments, explanations, and opinions in written language are. According to Raimes, writing can help everyone in reinforce the aspects in language such as: grammatical structures, idioms, vocabulary, etc.<sup>5</sup> It means that, by using writing the students can understand more about grammatical structure rules, idioms, choice of words, etc. In line with this idea, Notion said that writing is an activity that can usefully be prepared by working in other skills of listening, speaking and reading. This preparation can make it possible for words that have been used receptively to come into productive use.<sup>6</sup> It means that, writing activity is very useful to the students to help their other skills.

In teaching writing, there are some principles used. Rijlaarsdam and Bergh (in Melgis, 2012) state that there are two principles in maximizing the acquirement of writing ability. First, practice makes perfect. The aim of learning is fluency obtained after the basic skills and strategies are acquired. Practicing helps the learners to be fluency by integrating the

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<sup>4</sup> Caroline T. Linse, *Practical English Language Teaching: Young Learner*, (New York: McGraw-Hill, 2005), p. 98

<sup>5</sup> Ann Raimes, *Techniques in Teaching Writing*. (Oxford: Oxford University Press, 1983), p. 3

<sup>6</sup> I. S. P. Notion, *Teaching ESL/EFL Reading and Writing*, (New York: Routledge, 2009), p.1

components into the execution of the task. Second, similarity of task, it means that when the students learn to write an essay, they must write an essay. It should be similar.<sup>7</sup> It means that, these principles can be used to make students' writing correctly.

There are many aspects in writing that should be mastered by a writer. Writing is started by writing words to become a sentence. Then sentences will be arranged to make a paragraph and the collection of paragraphs will be an essay. Raimes has suggested writers to pay their attention while writing to:<sup>8</sup>

- 1) *Syntax*, a writer should know well about how to construct sentence structure, and the sentence boundaries, stylistic choices, etc.
- 2) *Content*, in here a writer has to pay attention to the relevance, clarity, originality, and logic of writing.
- 3) *Grammar* is very important for writers because grammars are the tools for writers to be arranged in their words to become sentences and finally they can produce a meaning. In grammar, writers have to know the rules of verbs, agreement, articles, pronouns, etc.
- 4) *Mechanics* contain about handwriting, spelling, punctuation, etc.
- 5) *Organization* requires a writer to know not only about paragraphs, topic and support, but also about cohesion and unity.

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<sup>7</sup> Melgis Dilkawaty Pratama, *Teaching Writing: A Handbook of Teaching Productive Skill*, (Pekanbaru: Education Matters Most Publishing, 2012), p. 98-99

<sup>8</sup> *Op.cit*, p. 6

- 6) *Word Choice*, a writer should know the way how to apply vocabulary, idiom and tone in writing.
- 7) *Purpose* is very important for writers. It is used to determine the aim of the writing in the future.
- 8) *Audience*, will determine which way will be applied by writers. Knowing the audience is very important, because it will make writers know more about what they should write.
- 9) *The Writers' Process* is very crucial. Writers should be aware of how to get ideas, write drafts, and revise.

All of the aspects stated above will make writing produced by a writer clear, fluent, and effective in communicating of ideas. Regarding this idea, Syafi'i states that writing requires a writer to know the audience, tone and purpose of writing.<sup>9</sup> Purposes are very important in all of the activities. Writing activity also has many purposes. According to Nunan, the purpose of writing is both to express and impress.<sup>10</sup> In addition, Reid has stated that writing has purposes<sup>11</sup>:

- a) To explain or educate,
- b) To entertain or amuse, and
- c) To persuade or convince.

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<sup>9</sup> M. Syafi'i, S., *From Paragraphs to a Research Report: A Writing of English for Academic Purposes*, (Pekanbaru: Lembaga Bimbingan Belajar Syaf Intensive (LBSI), 2007), p. 1

<sup>10</sup> David Nunan, *Practical English Language Teaching*, ( New York: McGraw Hill, 2003), p. 88

<sup>11</sup> Joy M. Reid, *The Process of Composition*.(New Jersey: Prentice-Hall, Inc. 1988), p. 23

In reference to that idea, Raimes also mentioned that purposes of writing are<sup>12</sup>:

- a) To communicate with readers,
- b) To express ideas without pressure of face to face communication,
- c) To explore subjects, and
- d) To record experiences.

Pertaining to ideas stated above, Coffin also says that writing has several purposes<sup>13</sup>, including:

- a) As assessment,
- b) As a facility to critical thinking, understanding and memory,
- c) To extend students' learning beyond lectures and other formal meetings
- d) To increase students' communication skills
- e) To train students as future professionalism particular disciplines.

Writing skill is not simple thing. Writing is divided into several kinds. According to Brown, there are two kinds of skill of writing as follows:<sup>14</sup>

### **Micro skills**

- a. Use the orthography correctly, including the script, and spelling and punctuation conventions.

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<sup>12</sup> Ann, *Loc.cit.* p. 4

<sup>13</sup> Coffin, Caroline, et al. *Teaching Academic Writing*.(London, New York: Routledge. 2003), p. 20

<sup>14</sup> H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, (New York: Pearson Education, Inc, 2007), p. 220-221

- b. Use the correct forms of words. This may mean using forms that express the right tense, or case or gender.
- c. Put words together in correct word order.
- d. Use vocabulary correctly.
- e. Use the style appropriate to the genre and audience.
- f. Make the main sentence constituents, such as subject, verb, and object, clear to the reader.
- g. Make the main ideas distinct from supporting ideas or information.
- h. Make the text coherent, so that other people can follow the development of the ideas.
- i. Judge how much background knowledge the audience has on the subject and make clear what it is assumed they don't know.
- j. Produce graphemes and orthographic patterns English.
- k. Produce writing at an efficient rate of speed to suit the purpose.
- l. Produce an acceptable core of words and use appropriate word order patterns.
- m. Use acceptable grammatical system (e.g., tense, agreement, and pluralization), patterns, and rules.
- n. Express a particular meaning in different grammatical forms.
- o. Use cohesive devices in written discourse.

### **Macro skills**

- a. Use the rhetorical forms and conventions of written discourse.

- b. Appropriately accomplish the communicative functions of written texts according to form and purpose.
- c. Convey links and connections between events, and communicate such relations as main idea, new information, given information, generalization, and exemplification.
- d. Distinguish between literal and implied meanings when writing.
- e. Correctly convey culturally specific references in the context of the written text.
- f. Develop and use a battery of writing strategies, such as accurately assessing the audiences' interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

In other words, micro skills apply more appropriately to the basic of writing activities, while macro skills are essential for the successfully mastery of organizing all of the processes and strategies of writing for all purposes. Process in writing is complex. According to Arlov, there are five processes in producing a written product, they are:<sup>15</sup>

- a. *Prewriting* is thinking. It is the way to get ideas, in this section writers will make an illustration in their head what the writer will write about.

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<sup>15</sup> Pamela Arlov, *Wordsmith: A Guide to College Writing*, 2<sup>nd</sup> edition, (New Jersey: Pearson Education, Inc. 2004), p. 4

- b. *Planning* is a process of finding the main idea that will lead the writer in the process of writing. In this stage, a writer should have a thesis statement because the thesis statement contains the main idea.
- c. *Drafting* is a main process of writing. In this stage, writers will make their writing. They will compose their sentence in this section and make it into a paragraph draft.
- d. *Revising* is an activity done in writing process to revise the result of paragraph arranged in the preview processes. Revising is to correct the wrong things written in the draft. So, it is very important for writers in order to avoid mistakes in their writing.
- e. *Proofreading* is a final process in writing. This stage will be very crucial for writers because in this stage writers will finalize their writings. In this stage writers will see all things written in their writing such as grammar, spelling, and word choice, not only grammar, spelling, and word choice, but also the connection of among sentences, the ideas expressed, and so forth. Writers should pay much attention to their writings in order to make good paper.

## **2. Paragraph**

Paragraph is a group of sentences. According to Reid, paragraph is a series of sentences that develop one idea.<sup>16</sup> The arrangement of the sentences is talking about one topic. One paragraph consists of many sentences, and each sentence should help or support other sentences in

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<sup>16</sup> Joy M. Reid, *The Process of Composition*, (New Jersey: Prentice-Hall, Inc, 1988), p. 8



other idea. Regarding with this idea, Syafi'i states that paragraph is a unit of information in writing that unified by central idea.<sup>17</sup> In other words, paragraph is a tool for writer to transfer their ideas and information to the readers which develop a single topic.

Everything in the world has parts as the element to be a perfect thing. Paragraph is also having several parts. Reid states that idea is usually stated in general form in one sentences, called topic sentence.<sup>18</sup> Topic sentence tells to the audience about what expect in the paragraph. The rest of the sentences in the paragraph provide the reader with specific explanation or proof of general topic sentence. The supporting sentences help the reader understand more clearly what the writer means and they show that the topic sentence is valid.

Pertaining to this idea, Syafi'i states that a paragraph is made up of three kinds of sentences that develop the writer's main idea, opinion, or feeling about a topic. These sentences are:<sup>19</sup>

- 1) *Topic sentence* is the most general statement of the paragraph.
- 2) *Supporting sentence* consists of two kinds, they are:
  - a) Major supporting sentence is a sentence that directly supports the idea impressed in the topic sentence.

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<sup>17</sup> M. Syafi'i, S., *From Paragraphs to a Research Report: A Writing of English for Academic Purposes*, (Pekanbaru: Lembaga Bimbingan Belajar Syaf Intensive (LBSI), 2007), p. 1

<sup>18</sup> Joy M. Reid, *Op.cit*

<sup>19</sup> M. Syafi'i, S., *Op.cit*, p. 2

- b) Minor supporting sentence is directly supports the major supporting sentence and at the same time directly supports the topic sentences.
- 3) *Concluding sentence* tells the readers that paragraph is finished, and it completes the picture or story about the subject of the paragraph.

Good writing is very important, because it helps the readers understand about the information that is delivered by the writers. There are four characteristics of a good paragraph, they are:<sup>20</sup>

- a. *Unity*, it means that all of the sentences in it discuss only one main idea, and every supporting sentence must directly explain or prove the main ideas, which is stated in the topic sentence.
- b. *Coherence*, meaning that the parts of the paragraph are logically connected.
- c. *Capitalization and punctuation*, in English there are some rules for using capital letters, like capitalizing the first letter of the first word of the sentences, capitalizing pronounce, and capitalizing all proper nouns. Punctuation is also necessary to make sentence meaning clear.
- d. *Coma rules* are used within a sentence to separate words, phrases, or clauses in a series, to separate the part of dates and addresses, etc.

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<sup>20</sup> *Ibid*, p. 8-16

There are some kinds of paragraph, some of them are:

a. Narrative paragraphs

Narrative is storytelling. Narrative text is about what is happening or what has happened. It tells about fiction or nonfiction story. According to Jannete (In Richa Bayu Putri, 2013) in narrative includes characters, setting, problems, and solution of the problem.<sup>21</sup> It means that, narrative is usually written in chronological sequence.

b. Descriptive paragraphs

Descriptive paragraph is a paragraph that is used to describe what an object is like.<sup>22</sup> It means that, descriptive can give the information to the readers and the readers can imagine the object. In writing a descriptive text, we have to use vivid language to make the object describe come alive.

c. Argumentative paragraphs

It is a paragraph in which you agree or disagree with an issue, using reasons to support your opinion. The goal is to convince the reader that your opinion is right.<sup>23</sup>

d. Persuasive paragraphs

Persuasive paragraph is writing product to persuade the readers. This type of writing might include your opinion, but as part of a logical

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<sup>21</sup> Richa Bayu Putri, "The Effect of Using Zoom Lens Technique toward the Ability in Writing A Descriptive Paragraph of the First Year Students at State Senior High School 1 Kundur District of Tanjung Balai Karimun", (Pekanbaru, Unpublished, 2013), p. 17

<sup>22</sup> Pardiyo, *Sure...You can! EFKIA: English for Knowledge and Information Access*, (Yogyakarta: Penerbit Andi, 2012), p. 5

<sup>23</sup> Alice Oshima, *Writing Academic English*, (New York: Longman, 2006), p.142

case backed up with evidence, rather than just as an expression of your feelings.<sup>24</sup>

e. Recount paragraphs

Recounts are sequential texts that do little more than sequence a series of events. It is where speaker or writer tells an event her/him experiences. It means that the story happened on writer itself. The generic structures are only two; they are orientation and sequences of events.<sup>25</sup>

f. Report paragraphs

Report is a form of writing that provides information. Virginia (In Richa Bayu Putri, 2013) informs that it is similar to article but has a more formal, factual style, and each kind has its own special format and features.<sup>26</sup> The purpose is to organize and present information about a class of things.

g. Procedure paragraphs

This paragraph informs the reader about how to do something. It gives detailed instructions that the reader should be followed into action.

In short, in writing a paragraph, the writer must be able to choose the topic sentence that is interesting for the readers and to master the skill to

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<sup>24</sup> Kate Grenville, *Writing from Start to Finish: A Six Steps Guide*, (South Australia: Griffin Press, 2001), p.2

<sup>25</sup> Melgis Dilkawaty Pratama, *Teaching Writing: A Handbook of Teaching Productive Skill*, (Pekanbaru: Education Matters Most Publishing, 2012), p. 26

<sup>26</sup> Richa Bayu Putri, "The Effect of Using Zoom Lens Technique toward the Ability in Writing A Descriptive Paragraph of the First Year Students at State Senior High School 1 Kundur District of Tanjung Balai Karimun", (Pekanbaru, Unpublished, 2013), p. 18

develop topic sentence become a good paragraph. So, the writer can use paragraph as the best equipment to transfer their ideas to the readers.

### 3. Report Paragraphs

Report paragraph is a paragraph that presents information clearly and succinctly. Report paragraph is a kind of paragraphs to describe the way things are, with reference to arrange natural, man-made and social phenomena in our environment.<sup>27</sup> The stages of a report are context-specific and relate very closely to its purpose.<sup>28</sup> It is always found in textbook, newspaper, article, encyclopedia, etc. Virginia (In Richa Bayu Putri, 2013) states that report paragraphs are similar to article, have a more formal, factual style, and each kind has its own special format and features.<sup>29</sup>

The purpose of report paragraphs is to systemically organize and record the factual information and to classify and to describe a whole class of things. Here are the following generic structures of report paragraphs:<sup>30</sup>

#### a. General classification

It tells about what the phenomenon under discussion is.

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<sup>27</sup> Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*, (Sydney: Gred Stabler, 1994), p. 196

<sup>28</sup> Rigby Heinemann, *Writing Resource Book*, (Bassendean: Advance Press, 2004), p. 85

<sup>29</sup> Richa Bayu Putri, *Loc.Cit.*

<sup>30</sup> Linda Gerot and Peter Wignell, *Loc.Cit.*

b. Description

It tells about what the phenomenon under discussion is like in terms of parts (and their function), qualities, habits or behavior.

Report paragraph is also has the language features. They are as follows:<sup>31</sup>

- a. Using a formal and objective style.
- b. Using a simple present tense.
- c. Using linking verbs, e.g. has a, is a, belongs to.
- d. Using some action verbs.
- e. Using descriptive language.
- f. Using generic terms.
- g. Using appropriate language to compare, contrast, define or classify.

To asses students' ability in writing report paragraphs, the writer used ESL Composition Profile. There are some indicators of student' ability in writing report paragraph, they are: <sup>32</sup>

- a. The students are able to write general classification in report paragraphs.
- b. The students are able to write description in report paragraphs.
- c. The students are able to apply the simple present tense in report paragraphs.
- d. The students are able to use linking verbs in report paragraphs.

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<sup>31</sup> Rigby Heinemann, *Loc.Cit*, p.110

<sup>32</sup> *Ibid*, p. 107

e. The students are able to use appropriate vocabulary in report paragraphs.

It can be concluded that report paragraphs are generally used to organize and store information. This information describes entire classes of living or non living things. Knowing the generic structure and the language features of report paragraphs can help the students to make good report paragraphs.

#### **4. Round Table Technique**

##### **a) The Definition of Round Table Technique**

Round Table technique was introduced by King Arthur to solve the problems between his societies and to get strategy in war.<sup>33</sup> Round Table is one of some cooperative learning which is developed by Spencer Kagan. According to Mccafferty (In Annisatul, 2011), Round Table is a technique of writing that is applied by pointing each member to be a participant in their groups and they discuss a topic in round table.<sup>34</sup> In addition, Round Table technique is a technique useful for brainstorming, reviewing, or practicing a skill.<sup>35</sup> Students use a single sheet of paper and pen for each group. Students in the group respond in turn to a question or problem by stating their ideas on the paper.

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<sup>33</sup> <http://www.wikipedia.com>

<sup>34</sup> Anisatul Azizah Hasanah, "Peningkatan Keterampilan Menulis Deskripsi melalui Model Kooperatif Tipe Round Table pada Siswa Kelas Xa SMA Muhammadiyah 4 Yogyakarta", (Yogyakarta: UNY, 2011), p. 29

<sup>35</sup> Module\_3: *Collaborative Learning*., p.12 (retrieved on April 3<sup>rd</sup> 2013, 10:08:17 am), <http://www.learningdomain.com>

## **b) The Advantages of Round Table Technique**

This technique is useful as a content-related team building exercise (Kagan, in Christopher 2011).<sup>36</sup> It means that, this technique can build students' to do more exercises, especially in writing skill. Like many other techniques, Round Table ensures that every student in the classroom is generating knowledge and contributing their ideas on the paper. Round Table can quickly transform students' idea because multiple groups are simultaneously engaged with their want in showing their thought.

## **c) Teaching Writing by Using Round Table Technique**

As one of the writing techniques, there are some steps of Round Table technique that have been described by Barkley:<sup>37</sup>

- a. The teacher makes some groups; each group consists of 5 students.
- b. The teacher asks students to take a place in their own group in round table discussion.
- c. The teacher gives a topic to be discussed by the students in round table discussion.
- d. The teacher asks the students to give their ideas and to write it down in a paper.
- e. The paper is then passed to the next student to record another answer.

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<sup>36</sup> Christopher T. Arra, et. al., *Journal of Education: Students' Preferences for Cooperative Learning Instructional Approaches: Considerations for College Teachers*, Vol. 21, 2011, p. 115

<sup>37</sup> Elizabert E. Barkley, et.al. *Collaborative Learning Techniques*. (San Francisco: Josset-Bass,, 2005), p. 358



f. The process continues until the teacher tells the students to stop.

According to Christopher, when this technique is applied, the instructor poses a problem with many possible answers. Then, the students write an answer and pass the sheet among the group. Finally, the group discusses all possible answers on the sheet.<sup>38</sup>

## **B. Relevant Research**

There are so many relevant researches which have relevancies to the research, especially in writing area. According to Syafi'i, relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to our research.<sup>39</sup> Researchers are various, either in general or in specific one. Dealing with this research, the writer takes some relevant researches that have been investigated by previous writer concerning about the area of writing, they are:

1. Anggi Sinta Hapsari,<sup>40</sup> she conducted an experimental research entitled "The Use of Round Table Technique to Improve Students' Achievement in Writing Hortatory Exposition Text of Grade XI Students of SMA Negeri 1 Batang". The design of her research was quasi experimental design. She tried to find out whether or not the Round Table technique gave contribution to improve students'

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<sup>38</sup> Christopher T. Arra, et. al., *Op. Cit.*

<sup>39</sup> M. Syafi'I, M. Fauzan Ansyari, and Jonri Kasdi, *The Effective Paragraph Development: The Process of Writing for Classroom Setting*, (Pekanbaru: Lembaga Bimbingan Belajar Syaf Intensive (LBSI), 2007), p. 58

<sup>40</sup> Anggi Sinta Hapsari, "The Use of Round Table Technique to Improve Students' Achievement in Writing Hortatory Exposition Text of Grade XI Students of SMA Negeri 1 Batang", (Semarang, Universitas Negeri Semarang, 2011)

achievement in writing hortatory exposition text and to discover the difficulties of students of SMA Negeri 1 Batang in applying Round Table technique in writing hortatory exposition text. In her research, the conclusion was the use of Round Table technique in teaching writing hortatory exposition text was very beneficial for students and it gave significant progress in students' achievement in writing hortatory exposition text.

2. Sri Handayani,<sup>41</sup> she conducted her research to find the influence of Round Table technique and students' intelligence on students' writing skill on descriptive writing to the tenth grade students of SMA Negeri 1 Ngaglik. It was an experimental research. This research was conducted from March to July 2012. She tried to identify whether Round Table technique was more effective than direct instruction in teaching writing, to identify whether or not the students who had high intelligence had better writing skill than those having low intelligence, and to identify whether or not there was interaction between teaching techniques and students' intelligence in teaching writing. In her research, she concluded that Round Table technique was more effective than direct instruction for teaching students' writing skill at the tenth grade students of SMA Negeri 1 Ngaglik. The research findings implied that the use of Round Table technique could affect the students' writing skill optimally.

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<sup>41</sup> Sri Handayani, "The Influence of Round Table Technique and Students' Intelligence on Students Writing Skill on Descriptive Writing to the Tenth Grade Students of SMA Negeri 1 Ngaglik", (Semarang, Universitas Negeri Semarang, 2012)

### C. Operational Concept

Operational concept is the concept to clarify the theories used in this research in order to avoid misunderstanding and misinterpretation. It is necessary to explain briefly the variable used in the research. As mentioned by Syafi'i, all related theoretical frameworks can be operated in the operational concept.<sup>42</sup> This research is designed into two variables, independent variable and dependent variable.

- a. Variable X is using Round Table technique.

Variable X is an independent variable. Round Table technique refers to the teacher's technique in teaching writing.

- b. Variable Y is students' ability in writing report paragraph.

Variable Y is dependent variable.

To measure each variable, the writer identifies them into some indicators as follows:

1. The procedures of using Round Table technique:
  - a. The teacher makes some groups, and each group consists of 4-5 students.
  - b. The teacher asks the students to take a place in their groups and to take a position like round table discussion.
  - c. The teacher asks a topic to the students.

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<sup>42</sup> M. Syafi'i, S., *From Paragraph to a Research Report: A Writing of English for Academic Purposes*, (Pekanbaru: Lembaga Bimbingan Belajar Syaf Intensive (LBSI), 2007), p. 122

- d. The teacher asks the students to make a report paragraphs based on the topic and then the students discuss about the topic that has been given by the teacher.
  - e. Each member of the group gives it ideas related to the topic. The first student in each group writes his/her idea about the topic on a paper and then the paper is passed to the next student to record another idea.
  - f. The process continues until the paper filled by the last student.
  - g. The ideas that have been written on the paper are used by the students to make a report paragraphs individually.
  - h. Then, the report paragraphs of each student are discussed in their group.
2. The indicators of students' ability in writing report paragraphs:
- a. The students are able to write general classification in report paragraphs.
  - b. The students are able to write description in report paragraphs.
  - c. The students are able to apply the simple present tense in report paragraphs.
  - d. The students are able to use linking verbs in report paragraphs.
  - e. The students are able to use appropriate vocabulary in report paragraphs.

## **D. Assumption and the Hypothesis**

### **1. Assumption**

In this research, the writer assumes that the better using Round Table technique in teaching English, especially in writing skill, the better ability in writing report paragraphs of the eleventh grade students at State Senior High School 1 Rumbio Jaya.

### **2. Hypothesis**

Based on the assumption above, hypothesis for this research can be formulated as follows:

$H_a$ : There is a significant difference of using Round Table technique toward students' achievement on writing report paragraphs of the eleventh grade students at state Senior High School 1 Rumbio Jaya.

$H_o$ : There is no significant difference of using Round Table technique toward students' achievement on writing report paragraphs of the eleventh grade students at state Senior High School 1 Rumbio Jaya.